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ABSTRACT

An Australian project provided an inservice, team teaching program interspersed with professional development workshops for community-based practitioners in English as a Second Language (ESL) and Adult Literacy and Basic Education (ABLE). The group who participated included four ESL teachers working in community providers and four adult literacy teachers working at the Council of Adult Education. Teachers attended three workshop sessions and participated in two team teaching rounds of two classes per round. Teachers stayed with one team teaching partner for the whole process. Findings indicated all teachers involved in the project found the opportunity to visit other settings and to engage with different groups of learners to be an invaluable experience. Benefits for students were an additional teacher in the classroom and the teachers' use of an extended repertoire of teaching strategies and methodologies. Recommendations were as follows: consideration of team teaching as a viable professional development option; coherent organization of professional development targeted at regional, cross-regional, and statewide levels according to type of activity; better publicizing of existing networks to teachers; and formal recognition of diverse pathways through which teachers acquire knowledge, skills, and experience to work with adult students. (Appendixes include class profiles and project forms.) (YLB)

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EXPLORING THE INTERFACE

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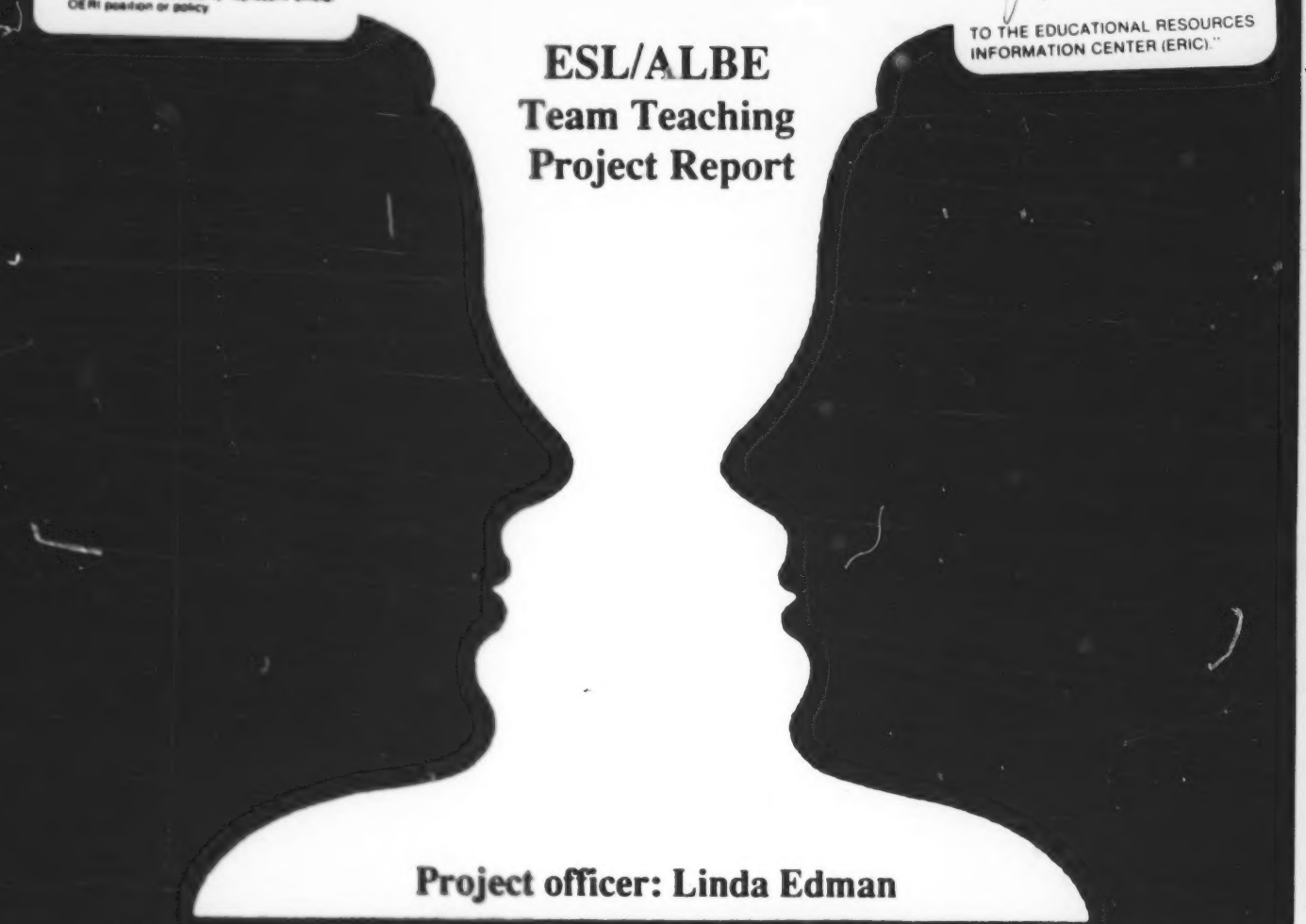
ESL/ALBE
Team Teaching
Project Report



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Exploring the Interface

ESL/ALBE Team Teaching
Project Report

Project Officer: Linda Edman
Council of Adult Education

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Exploring the Interface

ESL/ALBE Team Teaching
Project Report

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Linda Edman
Project Officer

1. Background to the project

1.1 Previous projects and reports

This project was funded by the Adult Community and Further Education Board as a result of a successful pilot project conducted jointly by AMES and Springvale Neighbourhood House (Cameron and Howell, 1994). The background to both projects has been the continuing debate with regard to the interface between adult ESL and Adult Literacy, coupled with the recognised need for on-going professional development for those engaged in teaching in both fields.

The report *Pedagogical Relations between Adult ESL and Adult Literacy* (Hammond, Wickhart et al, 1992), which has been key in articulating the major issues in this debate, recommended that 'possibilities for shared professional development in areas such as common theoretical and methodological issues, assessment, learner pathways, be explored by ESL and adult literacy providers' (1992:2, Recommendation 2).

The report *Pedagogy and Politics: Developing Ethnic Inclusive Practices in the ALBE Profession* (Davison et al, in press) investigated some of the different modes available for delivery of professional development and highlighted the need for teachers to 'observe peers, exchange feedback with peers, consult and evaluate with peers and plan and evaluate together' (p.79). Davison et al suggest that 'observation, traditionally associated with an apprenticeship view of learning, is particularly valuable if it becomes an opportunity for professional dialogue and reflection' (p.76). They point out that, when teachers at a meeting of the Victorian Adult ESL and Literacy Network were asked by a researcher for the Hammond & Wickhart report 'What do you consider to be the major professional development needs of literacy teachers working with 1st and 2nd language students?' the teachers 'identified observation and models as the most important needs, for example, time release to visit other classes to observe models of good practice and to see videos demonstrating models of good practice' (p.78).

In view of these recommendations the AME/Springvale team developed a model of professional development through Team Teaching combined with a series of workshop/seminars which proved to be very successful and has been adopted, with minor modifications, for this project.

1.2 Project objectives

The project objectives as specified by ACFE in the Project Brief were:

1. To provide an in-service, professional development program for practitioners in community based providers, the CAE and AMES that will address the common pedagogical and methodological areas and needs of both ESL and ALBE practitioners.
2. To provide the opportunity for ESL and ALBE practitioners to enhance their skills and knowledge with and from each other.
3. To provide an opportunity for the documentation and exchange of good practice.

The project brief also specified the following required outcomes:

1. A team teaching program interspersed with professional development workshops for ESL and ALBE practioners in community based providers, the CAE and AMES. The workshops are expected to focus on issues including:
   - course design, including course design for certificate courses
   - course content
   - pedagogy and methodology
   - assessment and referral
2. The development of an ongoing peer support network for the participants in the project
3. A project evaluation report which:
   - details the common needs and areas for professional development addressed in the project
   - assesses critical factors for success in the team teaching component of the project
   - documents strategies for on going peer support for participants
   - documents outcomes for students.

2. Project implementation

2.1 Getting started

The results of the tendering process for bids to implement this project were announced by ACFE in July 1994, with AMES contracted to run a professional development program for approximately thirty participants, and CAE contracted to run a program for ten participants. The CAE brief was to work closely with the Central Metro Office of ACFE and to involve community providers as well as CAE teachers.

The CAE Project Worker commenced work on August 19th, 1994, about half way through Term 3. The contract for the project required project completion by the end of February 1995. However given the long Christmas holiday through January, this meant that recruitment of teacher-participants needed to begin immediately and all workshops and team teaching sessions for teachers needed to take place in Terms 3 and 4.

Urgent priorities for the CAE Project Worker were to make contact with AMES, who were also only just appointing their Project Workers, to gain detailed information about the methodology used in the model project (not yet readily available at that time) and to publicise the project to CAE teachers and to coordinators and teachers in community providers.

In spite of both written publicity and follow-up telephone calls, responses from would-be participants were very limited. A number of teachers commented that although the project looked very interesting and the sort of thing they would really like to do, they could not take on further workload for 1994. Many teachers were involved in their first year of implementation of the Certificate of General Education for Adults, which was proving considerable extra workload in planning and adapting their curriculum, and most had also been attending other professional development workshops throughout the year, particularly in relation to CGEA assessment and moderation and to initial assessment and referral procedures. A number of teachers also mentioned that they were involved in external courses such as the Adult Literacy Teachers course and Graduate Diploma and Masters courses. By this time, toward the end of the year, most sessional teachers already had taken on as much workload as they could manage and teacher-coordinators, in community programs, were fully occupied in dealing with their submissions for their funding rounds for program grants for the next year. Thus it was not a good time for attempting to launch a new professional development initiative.

The initial teacher workshop date was postponed twice and the possibility of shifting project implementation to Terms 1 and 2 1995 was discussed with both the ACFE Monitoring Officer and the Project Steering Committee. However the general feeling was that it was important that the project should be completed within the timeline specified in the Project Brief and contract, so the project eventually went ahead with eight teacher participants, rather than the ten targetted for, and with the project worker, who also teaches ALBE classes at CAE, participating as a teacher as well as in the role of organiser.

2.2 Selection of project participants

The initial aim of the project was to involve five Adult ESL teachers and five ALBE teachers, with some teachers in each category being from CAE and some from community providers. The final group did include an even match of four ESL teachers and four Adult Literacy teachers, but all four ALBE teachers were working at CAE and all four ESL teachers were working in community providers. This does not reflect the pattern of delivery of services in the Central Metro region, as two of the three community providers involved also provide classes for Adult Literacy students and CAE provides both ESL Literacy and Advanced ESL programs as well as ALBE.

Several of the teachers involved were only employed on a sessional or part-time basis by the provider organisation involved in the project, so that two of the ALBE teachers were also teaching ESL students for other organisations (though neither of these two teachers had a specific TESOL qualification) and one of the ESL teachers, who was currently engaged in study for a TESOL-based Graduate Diploma, actually had more experience of teaching English-speaking students. Similarly two of the community provider teachers were also working concurrently for larger providers (TAFE colleges) and three of the CAE teachers had previously worked for community

based providers.

All of the teachers involved were university graduates, having completed either a B.A., a B.Sc. or a B.Ed. Major areas of study in undergraduate degrees were many and various, and included: English, German, Chinese, linguistics, philosophy, humanities, archaeology, history, social theory, history and philosophy of science, maths and physics. All teachers also had recognised teaching qualifications, but these had been obtained through various different routes and completed at different stages in the individuals educational and professional life.

The range of teaching qualifications held included:

Trained Primary Teachers Certificate
RSA Certificate in Teaching English as a Foreign Language
Adult Literacy Teaching Course (Certificate)
Graduate Diploma in Education (Primary, Secondary, ESL, LOTE)
Post Graduate Certificate in Education (British equivalent of Grad Dip)
Graduate Diploma in Special Education
Bachelor of Education - primary
Bachelor of Education - second language acquisition.

In addition, two teachers were currently engaged in study for Masters degrees, one in Education and one in Linguistics.

2.3 Methodology

As in the Springvale project, teachers attended three workshop sessions, all held at CAE, and participated in two team teaching rounds of two classes per round. The first workshop was held at the beginning of the process, the second at the end of the first round of team teaching, and the third after completion of the second and final round of team teaching. The first two workshops were of three hours duration (a morning), the final one a whole day (five hours). Teachers were paid for all additional hours worked as part of the project, both for team teaching and for workshop participation, with all payments to teachers being made by their usual employer. Appropriate administrative procedures were set up to allow employing organisations to be reimbursed (by CAE, as funds holder) for these costs.

Given the limited time available, workshop dates were set in advance by the Project Worker, in consultation with the steering committee. Project publicity included these dates together with brief information about the project goals. Interested teachers were asked to return an expression of interest form which asked them to provide brief information about their professional backgrounds, the classes they were currently teaching and the days and times they could be available (and not available) to participate in the Project. This information was used by the Project Worker to make 'do-able' matches which crossed the ALBE/ESL boundary. This was a modification of the Springvale project, which was conducted over a longer six-month period, giving more flexibility over teacher participation times, so that it was possible to allow teachers to choose their own matches, knowing that they would have time to adapt their timetables to meet team teaching requirements.

Another modification to the Springvale methodology was that teachers stayed with one team teaching partner for the whole process, rather than swapping partners for the second round. It was hoped that this would allow teachers time to get to know each other and each others' classes, so that the visiting teacher would have plenty of time to observe the new class on the first visit and by the second visit to the same class would feel ready to take an active, participating role in lesson delivery. In the early planning stages of this project it was hoped that each teacher would actually visit their matched class three times, rather than just twice, but this had to be condensed because of time deadlines. (Project funds intended for this additional team teaching were used instead to extend the duration of the final workshop).

2.4 Workshop sessions

Workshop sessions provided time for teachers to discuss issues and methodology with the whole group and in pairs with their team teaching partner and to receive information from the Project Worker and from visiting guest speakers.

The first workshop session allowed for:

- informal discussion/get-to-know each other time
- information about the AME/Springvale model project from one of that project's coordinators, Suzette Cameron
- outline of this project's processes and aims
- time for planning in pairs for the first team teaching round.

In spite of a full public transport strike on the day of this session, all project participants managed to arrive (with some delays, as might be expected). Teachers were introduced to their planned team teaching partner as a recommendation from the Project Worker based on her knowledge of their backgrounds and availability, with the proviso that they could change partners if they wanted to. However all teachers did stay within the suggested pairs. A point of discussion was whether, within the pairs, the first team teaching round should be used for one teacher to visit his/her partner's class twice, or whether each teacher should visit the other teacher's class once, on an initial mainly observational basis. It was decided that this could be arranged within each pair, since a major factor, particularly so near the end of the year, with some classes finishing earlier than others, would be the logistics of teacher and class availability.

At this first workshop session teachers were provided with a folder containing:

- a copy of the Springvale/AME Project report
- an article describing a range of ways to organise team teaching (Rex Ennis, 1986)
- two feedback sheets to complete after the team teaching experience
  - a personal reflection sheet (similar to that used by the AME Project)
  - a pro forma to record similarities and differences between classes (adapted from the one designed by AME)
- administrative proformas so that community providers could invoice CAE for teacher fees
- a bibliography - some suggestions for further reading.

The second workshop session included:

- some review of the experience of 'team teaching'
- a presentation by Rosemary Grant (CAE ESL Coordinator) on some of the cultural differences to be found between different groups of learners
- distribution of an information pamphlet summarising the findings of the VATME/VALBEC Forum *Extending the Agenda: the ALBE/ESL Interface* (ACFE,1994)
- sharing of information about professional networks (e.g. ESL/ALBE network, VALBEC)
- some discussion of the teaching practices observed in the classes visited, and the beginnings of an attempt to explore the rationale underlying these practices in terms of
  - students' needs and expectations
  - teachers' training and professional background
  - teachers' underlying theoretical and philosophical assumptions and values
  - the contexts of the situations in which classes happen
- time for planning in pairs for the second round of team teaching.

The third and final workshop session provided a little more time for:

- more thorough review and documentation of the benefits and problems of team teaching as a mode of professional development
- documentation of the similarities and differences between the two class groups each teacher was involved with as part of the project
- further discussion of the rationale underlying observed methodology
- an overall review of the outcomes of the project for the teachers involved.

3. Comments on the process of team teaching

3.1 Teacher Responses

Most teachers used their first visit to their partner's class mainly to observe. Some teachers thoroughly enjoyed this opportunity, finding it a real luxury to have the time to observe other methodologies in action, but some wanted to be more actively involved in lesson delivery from the beginning and found it quite frustrating to be in a class without a clear role.

On the second visit, some teachers chose to continue to take a mainly observing role, giving some individual assistance to students with tasks set by the host teacher. Sometimes this 'ad hoc' assistance was seen to be helpful by the host teacher, but sometimes it was felt to be 'off-track'. (This seemed to reflect different approaches to meeting students' learning needs from teachers whose different training pathways give emphases to different aspects of language learning). In some pairs, visiting teachers arranged to teach a short segment of the lesson to the whole class; and in one pair the teachers swapped roles and each took the major role in running their host teacher's class. Most teachers commented that they would have liked to have had more time for planning their team teaching within both the first and second workshop sessions. All agreed that a major benefit of team teaching is the opportunity for two teachers who both know the students in a particular group to share ideas about teaching strategies for that group and to address problems together.

A number of teachers said that they had they felt a little bit 'on-the-spot' and insecure about having someone else come in and watch them teach, particularly for the first visit. People tended to feel that they had to present a perfect class to their visiting teacher. Some who taught in smaller centres with limited resources commented that they had also felt defensive about their centre being observed.

It seemed that it was essential that the first workshop allowed teachers enough time to get to know each other and develop a relationship of trust so that they did not need to feel 'assessed'. It was also important to accept that one might not always be able to present one's best possible class or a class setting that was how one would ideally like it to be. Some teachers operate in very difficult conditions and being able to share and discuss this can be part of the team teaching experience.

One teacher commented that one of the benefits of having a visiting 'observer' was that it helped her to look at her own teaching and classroom situation more clearly, in trying to see it as it must appear to the outsider. Although this was at times a difficult process, it lead to her having very positive discussion with her centre managers about ways in which the program could be improved for the following year. Another teacher felt that it helped to see the visitor's role as one of assisting rather than observing.

One teacher from the CAE commented that she felt 'humbled' at seeing someone teach in a small centre with very limited resources. All of the teachers from smaller centres enjoyed having the opportunity to gain access to the level of resources available at a larger provider like CAE.

3.2 Student Responses

Most students enjoyed having another teacher in their class and made the visiting teacher feel very welcome. This was particularly noticeable in the ESL classes where the students were very happy to have access to another English speaker with whom they could try out their English and ask for assistance and correction with both speaking and writing. One teacher who had felt particularly welcome in the class she visited commented that this had been facilitated by good preparation by her host teacher, who had written the names of all the students on the board for her benefit as well as discussing the visit in advance with the students.

One class did not enjoy having a visitor, particularly one who was taking an observing role. This was a class of English-speaking students, most of whom had been long-term unemployed and were attending the class as part of CES/DEET retraining programs. These students were very suspicious of the 'observer'. They were concerned that the person might be from the funding agency, and checking up on them, and also found it very hard to understand, and were angry that someone should be being paid to be apparently doing nothing. This led to discussion in the class

about different ways of learning, and of observation as one learning mode, but most of the students in this class were not happy with this explanation and decided that they did not want an extra person coming to their class unless that person was coming to work with them as a specialist in a particular area.

3.3 Issues of logistics

Whilst the problems and issues described above were resolvable and the processes of discussing and solving them lead the teachers concerned to new insights concerning both methodology and issues of prog.am delivery, issues of logistics related to teacher employment conditions were harder to resolve. Most of the teachers participating in this project were employed by the participating organisation on a part-time or sessional basis only and half also had teaching commitments with other employers. For some teachers, meetings and team teaching sessions took place at times when they were usually free and the participation fees provided additional income; in other cases meeting and teaching fees were used to pay for replacement teachers (which was an additional organisational factor for the teachers and centres concerned). 'Fitting it all in' and 'juggling sessional work in various venues' were problematic for a number of teachers and this lead to situations where teachers did not have the time they would have liked to stop and talk to their team teaching partner after a joint session, because they had to get to the next place to teach the next class.

3.4 Further comments from teachers

It was a good experience to observe other classes, especially for teachers who work in isolated places. These teachers can share teaching experiences with their peers and get to know what happens in other centres.

I enjoyed the experience very much; I enjoyed the acceptance of the observed class and the opportunity to help them in their learning.

The most valuable thing for me has been to share teaching knowledge, techniques and experience both through the team teaching process and also through the three sessions we all shared together

Getting together with other teachers and swapping ideas about classes and strategies that worked well has been very useful.

I found it encouraging in the talks that we have all had together to hear that things I could regard as peculiar to me or as personal problems were shared by others.

I think it is good that we allowed the exchanges to develop without always trying to force them into a pre-expected structure or worse to exclude things that we obviously feel are important or worthwhile to talk about.

It was very interesting to see the range of approaches to students in both ESL and ALBE classes and good to meet other teachers and make personal contacts. I also gained a better understanding of providing institutions and increased understanding of student needs - the main benefit.

The discussion of where we come from - what, where and how we select our material and curriculum - was useful.

Exchanging ideas about resources was very useful - listening to ways they are used in an ESL context and making a judgement about what could be adapted or used directly in an ALBE class.

I learned useful techniques for ESL teaching which I will use in my other classes.

I've got a better understanding of the interface between ALBE and ESL. The talks about different methodologies were very useful. I'd like to visit more classes.

A great learning experience.

4. Similarities and differences between classes and providers

The following section is a compilation of comments made by participating teachers at workshops and on their reflection sheets.

4.1 Setting/situation

The Council of Adult Education, sited in Melbourne's central business district, was the largest provider involved in this project. The CAE's Return to Study Department provides ALBE, ESL Literacy and Advanced ESL classes. Other departments offer Adult VCE in a range of subjects and a wide variety of both leisure and lifestyle and work-oriented classes for adults. The CAE has its own library, containing a specialist section (the ALBE Resource Centre) with resources for ALBE and ESL teachers and easy-to-read books for students. It also has a cafeteria in the building and an adjoining bookshop/newsagent/stationers. Most Return to Study students make regular use of the library and the cafeteria, but only a few participate in the classes and workshops offered by the other CAE departments, except for some students from CGEA Level 4 classes who continue on to VCE after completion of their Return to Study course. CAE students travel in to the CBD, by tram, bus and train, from all over Melbourne.

Students at the neighbourhood providers tend to come from the local area, many within walking distance, though some do travel longer distances by public transport or by car. Although these centres are much smaller and inevitably have a more limited range of classes and resources than a large provider like CAE, they generally offer a warm and friendly environment which is more accessible for some students who would find a large provider a little overwhelming. One teacher from a local provider commented that, although she found the library and the resources available at CAE to be extremely useful, she felt that the local centre had the advantage of being 'a very relaxing environment - a house in a leafy street', whereas CAE as 'a building in the city' felt 'a little more institutional'. Most community providers had a garden and barbecue area which was available to students and staff.

Two of the three community providers involved in this project offer both ALBE (for English speakers) and ESL classes; the North Melbourne ESL Network, as its name implies, is a purely ESL provider. A range of other activities also happen at all of the centres where the language and literacy classes take place. In some cases these activities are organised by the same community group that has responsibility for the language classes; in other cases a different community organisation has the responsibility for the overall running of the centre. The students in the classes in this project often attended their centre to participate in other language and/or numeracy classes, but were not usually involved in any of the other activities.

In the community providers,on the whole, the rooms used for teaching were also sometimes used for other activities. This meant that, although mobile whiteboards and AV equipment were usually available, these had to be collected from an office area and moved into the classroom if required. In some cases, tables and chairs also had to be got out from storage before each class (though where this happened, it became part of the class routine, and the first students to arrive automatically got the room organised). At CAE, teaching rooms are specifically set up for this purpose with wall-mounted whiteboards and AV equipment permanently based in most classrooms. In addition, facilities specifically for teachers (office, preparation and lunch areas) are more extensive at CAE.

4.2 Learner profile

Six of the classes seen in this project were ALBE classes, three were ESL classes, and one predominantly ESL with a few native English-speakers in the group. (Because of timetabling problems, two of the ESL teachers visited two different ALBE classes taught by their team teaching partner, rather than visiting the same class twice).

All of the ALBE classes took place at the CAE, the largest provider in the project,and thus able to provide a wide range of courses, and to offer separate classes for English-speaking and non-English-speaking students. At CAE, ALBE classes include native speakers of English, students who have grown up in bilingual or non-English-speaking homes but who were born and educated in Australia and students born overseas who arrived in Australia as children and have received at

least their secondary education in English. Those who have arrived in Australia as adults (except for migrants from countries whose major language is English) are referred into the English as a Second Language program. In addition, at CAE each class is targetted to a specific skill/competence range, so that in any one class students might be working at Levels 1&2 or Levels 2&3 or Levels 3&4 of the CGEA, but it would be very unusual to find a class that tries to teach students across the whole range. Thus, in each class there is some degree of homogeneity of student learner needs.

By definition, ALBE students are students who have had incomplete schooling at secondary (and sometimes also primary) level, whether this is because they missed parts of the school curriculum (for example, through illness or changes of school), they left school early or they attended but were low-achievers. Of the six classes in this project, two were targetted at CGEA Levels 1/2, two at Levels 2/3, and two at Level 3/4.

The three ESL classes took place in three different Central Metro Community Providers. The ethnic breakdown of these classes was very strongly influenced by the location of the provider and the sub-regional pattern of migrant settlement in Melbourne.

One class was made up of predominantly Russian-speakers, with students coming from the Central and Eastern European countries of Russia, Ukraine, Hungary and Poland. This group was mostly female, with one or two male participants. Most of these students had been in Australia less than two years and had been assessed as having English language skills at ASLPR level 1/1+. However, most members of this mature-age group (approximate age-range 45-65) had worked as professionals in their home country and had tertiary levels of education in their first language.

Another class was made up of predominantly Asian students (from Vietnam, China and Japan), together with a few Europeans (from Turkey and Spain). The age-range in this class was wider (approx. 30-60), with about two-thirds of the group being women. Educational backgrounds and length of stay in Australia (4-10 years) varied widely: some had tertiary qualifications from their home country, some had completed high school and some had only attended primary school.

The third ESL class consisted of long-stay migrants (in Australia 10-30 years). This group was again predominantly female and spanned a wide age-range (approx. 35-65). Most participants were from an Italian ethnic/language background, with a few from other European countries. These students had had limited formal education in their home country, usually just to completion of primary school, and had been assessed as at ASLPR 0+/1- for Reading and Writing, CGEA Level 1.

The mixed ESL/ALBE class included students who had completed tertiary education in their home country as well as English and non-English-speaking students who had left school early. In the class of sixteen students, eight were from Russian-speaking countries, relatively recent arrivals to Australia (1-2 years), assessed as at ASLPR Level 1-/1+ in English-language skills, but with tertiary qualifications in their home country; five were long-stay migrants from various countries (Korea, Lebanon, Morocco, Holland, Greece) with low literacy skills; and three were English speakers with limited or interrupted formal education and again low literacy skills. This class was about half female and half male, with ages ranging from 40-60 years.

Other significant differences between student groups involved in the project were the total number of hours per week for which students were enrolled, the overall duration of the course, whether the class took place during the day or in the evening and whether the students were voluntary participants or were there because they were required to be as part of Newstart or Jobstart agreements with the CES. In this project, three of the ALBE classes observed were evening classes with most students in these groups being in employment and coming to class after work. Most of the students in the day classes (whether ESL or ALBE) were unemployed and this was a depressing and frustrating situation for many of them.

4.3 Class and course organisation

Three of the classes in this project were part of full-time courses, that is students were enrolled for 18-20 hours per week, to a course including English, maths and general curriculum options, most of which was taught by two or three core teachers (for each group). Two of these classes were ALBE classes held at the CAE. One group was targetted at CGEA Levels 2/3, and was a specific

DEET-funded program for unemployed people. The other was working at CGEA Levels 1/2 and was funded out of CAE recurrent funding, which meant that most students were 'voluntary', but there were also a few CES referrals. The community-provider-based full-time course was DEET-funded and targetted at CGEA Level 1. The students in this course were the group of long-stay European/Italian migrants mentioned above. The teachers from these last two full-time courses who participated in this project were both responsible for the maths/numeracy element, and were matched with each other for team teaching.

All of the other classes in this project were part-time, 2, 3, or 4-hour classes, but in all cases students also had options to attend other classes at the same provider, though usually with a different teacher and a different (but often overlapping) group of students, and many did so. Some of these classes were funded by ACFE and some by DEET. In some cases, some or all of the students were CES referrals attending as part of agreements between CES, the student and the provider that the student would have access to classes for a given total number of hours per week (usually six or twelve hours).

The students with the most limited range of options were those who could only attend in the evening. Most of these students attended only their one two-hour class per week, but some did attend an additional two-hour evening class on another night, especially if they wished to study maths/numeracy as well as English/language/literacy.

The duration of courses varied, with some classes enrolling students for the whole year (36-40 weeks), some for a two-term/half-year period (18-20 weeks), and some for only one term (ten weeks). Whatever the length of the original enrolment, students were usually able to re-enrol to continue studying for a further period, subject to availability of funding for continuing classes.

Class size was generally bigger in the ESL classes, where actual numbers attending varied from 10-20, as opposed to 6-12 in the ALBE classes. (In all groups, not everyone enrolled attended every week).

4.4 Curriculum design

All teachers involved commented that their curriculum was designed to meet student needs, but different teachers had different ways of ascertaining those needs.

In 1994, all of the ALBE classes at the CAE were working to Certificate of General Education for Adults guidelines and successful students were eligible to receive this certificate. Thus at CAE student learning needs were being met in relation to the requirements of the competency statements of the CGEA. One community provider was also already working with the CGEA; the other two community providers were planning to implement it in 1995.

When asked about the way that they planned their courses and selected content, most teachers said that they did some outline planning at the beginning, which usually took into account funding guidelines, but that they always needed to modify and add to that as they went along, doing some planning on a week-by-week basis. One ALBE teacher's comment:

> How do we know how much ground we'll cover in a lesson?

was answered by her ESL partner's remark:

> Whether what has been planned can be done or or not depends on the participants' learning pace and needs.

Another ESL teacher said that she usually planned about three weeks of classes at a time, though still needing to work out the detail between classes in order to take into account student response to the preceding lesson. In this way she aimed to give students initial exposure to a new language skill, then leave it for a few weeks, before taking it up again and extending it. This teacher described her primary goal as:

> For students to be able to express themselves clearly and appropriately, verbally and in writing.

A third ESL teacher commented that her way of meeting students' needs was to 'guess students' needs and interests, anticipate them and then depending on feedback either continue with the topic (or style of teaching) or change it', whereas her ALBE partner, who was working with a full-time group, engaged in a very explicit, but also very time-consuming, process of active negotiation with the student group.

This seemed to be partly a matter of individual teacher style, as two of the ALBE teachers in the project used highly structured pre-prepared materials for the classes that were seen by their ESL partners. These were an episode of the *Reading/Writing Roadshow*, used with an ALBE Level 1/2 maths class, and a textbook (*Spelling Well: How to improve your spelling* - actually written by the tutor concerned), used with an ALBE Level 3/4 group enrolled to a 2-hour class targetted specifically at spelling.

The ESL teacher who observed the 'Spelling' class commented that in her classes topics were chosen according to students' interests and needs, sometimes resulting in a workshop with a guest speaker/expert, for example, on local history, or legal issues or community access. This teacher added that one of her goals was:

> To improve the participants' self-esteem and to help them to cope with daily situations (such as, filling out DSS forms)

a goal which would certainly be shared by many ALBE teachers working at CGEA Levels 1/2 (but which was clearly not also applicable to the observed evening ALBE class of employed people studying at Level 4).

Another difference noted by an ESL teacher was that the ALBE students have 'a larger general grasp of Australian life', whereas the Australian context could not be taken for granted, and needed to be taught, with her group of recently arrived migrants.

4.5 Development of language skills

Teachers were asked to comment on the similarities and differences in the way in which language skills were taught in the ESL and ALBE classes, and to compare the balance between the four areas of speaking, listening, reading and writing.

In all cases, teachers felt that there was more explicit emphasis on language development in the ESL classes and particularly on listening (for understanding) and speaking, which did not usually need to be explicitly taught in the ALBE classes. One ALBE teacher commented that in her classes conversation was usually very informal and was used as a way of relaxing students, getting them to feel comfortable and orienting them to the classroom situation, before moving on to the harder task of writing. In the ESL classes teachers had to do more active elicitation of responses, giving prompts and cues.

The teacher of the ESL maths class commented that in his class he actually needed to give as much, or more, time to language as to specifically maths concepts. His ALBE team-teaching partner agreed:

> The ESL maths classes need a great deal of time on the English side of maths. ESL students can often misinterpret meaning due to lack of experience with vocabulary. ALBE students may not be able to read, but once the word is decoded they usually have more idea of the meaning as they have heard it being used in context.

Most teachers, of both ESL and ALBE, commented that they used a variety of teaching methods in their classes, but there did seem to be more use of direct instruction in relation to the teaching of spoken language in the ESL classes, with teachers mentioning 'choral drilling', reading aloud and rehearsal and practice as modes of learning. There was also a need to explicitly teach pronunciation and to explicitly model syntactic structures in ESL classes. Other teaching/learning methods mentioned by ESL teachers were: listening to tapes, eliciting target language structures through group problem solving, and role-plays, as well as activities which also took place in the ALBE classrooms, such as watching videos and discussions about topics of interest.

4.6 Development of 'knowledge of the world'

As mentioned above, both ESL and ALBE classes involved class discussion of topics raised by teachers or students, which often centred around a television program or a newspaper article or a book, but in the ESL classes these discussions were more likely to serve as a focal point for a structured language activity, such as vocabulary extension or the demonstration and practice of language structures. Sometimes this remained a predominantly oral exercise and sometimes it lead on to, usually highly structured, written work. In the ALBE classes the follow-up writing tasks tended to be more open-ended.

In three of the ALBE classes visited, students were engaged in project and research-based activities. In two classes (taught by the same teacher) the topics had been chosen by the teacher, whilst in the other the topics were negotiated and based on student interests and goals. In these three classes, specific language skills were usually taught 'as needed', in the context of the students' researching and writing activities.

One ALBE teacher, who observed a class of tertiary-educated, mature-age migrants, commented on the obvious frustration of these students, who were clearly well-read and had high levels of general knowledge and well-developed opinions, but were unable to express this in English.

4.7 Class structure/teacher roles

In both ESL and ALBE classes, some teachers worked primarily with the whole group, complementing this with some individual work, whilst some teachers used a mixture of whole group, small group and individual work. One teacher mentioned that in the room where she taught there was not space to split the class up into several small groups, whereas her team-teaching partner's classroom was ideally set up for this type of class organisation.

Some teachers felt that they took a variety of roles in their relationship with their class group, whilst others tended to be predominantly either instructor or facilitator or co-learner. One teacher commented that in her own ALBE classes students often knew more about particular topic areas than she did and that she encouraged students to be aware of this in order to develop their confidence, whilst still retaining her own role as (usually) the most knowledgable in relation to language use and the construction of written texts. In contrast, in the ESL class, because of the students very limited control of English, they could never express themselves as clearly as the teacher and thus the teacher retained the role of expert. However the same teacher also mentioned that in both classes the atmosphere was relaxed and friendly, students seemed to feel 'at home' and were prepared to disagree with the teacher sometimes.

Another ALBE teacher commented on the difference in the group dynamics operating in discussion sessions in the ALBE and ESL classes:

> Discussion is easier in the English-speaking classes, but there is still teacher control. In the English-speaking group I have to encourage the quiet ones and be firm with the dominant ones. In the ESL group the teacher has to work to get everyone to express an opinion.

An ESL teacher noted that in her class she needed to provide more examples, more modelling, whereas in her partner's (Level 3/4) ALBE class, the students were more able to complete tasks independently once given guidelines.

4.8 Student motivation

In some pairs it seemed to be the ESL group that was the most highly motivated; in other pairs it was the ALBE group. The groups observed in this project who were most capable of working autonomously were also the students who were most conscientious about doing homework. These were the ALBE students attending in the evening who were working at CGEA Level 3/4. As their teacher put it:

> They work; they come in the evening; they want to get the CGEA.

The students who were the hardest to motivate were also an ALBE class, but in this case a day-time group of full-time students, retrenched from manual and blue-collar occupations and/or long-term unemployed, and there because they had to be. These were the 'reluctant' learners, who constantly asked 'What is the use of ...?' almost every activity offered.

In other classes, some students were regular attenders and also completed set tasks outside class; others came to class, but rarely did homework; and some were erratic in attendance as well as in completion of work.

A limiting factor for some of the ESL students seemed to be their lack of opportunity to use their English between classes. Many students seemed to live in an enclave of speakers of their native language and this made progress slow, particularly for the older students.

4.9 Assessment, evaluation and referral

Teachers in this project used a variety of methods for keeping track of individual student progress. Methods mentioned were: keeping copies of some or all of the students'written work; keeping journals or class notebooks; keeping listings of tasks students had completed; use of checklists based on CGEA competencies. Irrespective of whether their backgrounds were in ESL or ALBE, most teachers used a combination of two or three of these methods.

Feedback to students was generally given via informal discussion, either on a weekly basis or in relation to particular tasks or items of work completed. One teacher shared her comments in her journal with students; another gave students copies of their individual competency-based checklists. In the full-time programs, student reviews were sometimes formalised, with time set aside for a termly individual teacher/student interview to complement the on-going informal processes.

Approaches to overall course evaluation also varied. Some teachers were directly responsible for or gave input to the assessment and evaluation procedures required by funding agencies; in other cases this was done by program coordinators and teachers were not involved with this level of reporting.

Within the community programs, two teachers said that they kept notes of their own on-going course evaluation which they then used as the basis for discussion at staff meetings with the centre's administrative and coordinating staff. Individual students were interviewed by one of the centre coordinators at the beginning and end of the course, so that entry and exit assessments could be made for each student. Another teacher commented that he evaluated with students, in terms which were relevant and meaningful to them, that is in terms of individual gains in knowledge, confidence and skills and in relation to their possible next steps in either work or future courses. A fourth teacher asked students to complete a course evaluation form, the results of which, combined with her own reflections, were used for discussion with the committee of management and with funding bodies.

At the CAE, in 1994, most evaluation by ALBE teachers was in terms of the CGEA and all teachers had attended several CGEA moderation meetings throughout the year. In addition, teachers working with full-time students were teaching these courses with another teacher (on the basis that each teacher taught half of the course hours per week) and were involved in regular consultation, monitoring and joint planning and evaluation with this other teacher. In one of the full-time classes students were also expected to write their own on-going course evaluations via their journals.

Most teachers participating in this project were not directly involved with initial assessment and referrals, which are usually done by program coordinators, however it was noted that in the current competitive funding climate, providers who share too many of their students or their curriculum ideas run the risk of jeopardising their own funding bids. Under the tendering system, providers are competing to attract both students and the funds to run programs. This undermines cooperation between providers.

5. Sources of teacher methodology

At the second and third workshop sessions some time was given to trying to tease out the sources of some of the specific practices that teachers used in their classes. The aim was to get teachers to look at the diverse factors that influence their teaching and perhaps also to come up with some insights about the similarities and differences in some of the training routes available to those working in the fields of Adult Language and Literacy teaching, noting particularly any differences between those with ESL training and/or experience and those whose background is more strongly in ALBE for first language users. Needless to say, this was a very ambitious goal and, given the other priorities of the workshop sessions, time only allowed for the beginnings of this exploration.

Teachers worked in small groups of three or four for this section of the workshop, combining two pairs of team teaching partners. One teacher was asked to describe a particular practice that s/he had observed in her partner's class that had in some way stood out for her, whether because it was unfamiliar, or because it had worked particularly well, or because the observer felt that s/he did not fully understand it. The partner then reviewed the practice to explore its source and her reasons for using it in this particular instance. Since much of what experienced teachers do is intuitive, finding the rationale often required considerable prompting and further questioning. Teachers were encouraged to consider a wide range of contributing factors including:

the student group:	age, educational background, language and cultural background, language needs, emotional needs, interests, expectations and goals
themselves:	their professional training
	their personal style
	their own other interests and experiences
	their underlying philosophy and value system
the context of situation:	class size, room size, facilities available, etc.

Observation 1: Making students work out for themselves the meanings of new words that came up in reading or discussion (e.g. 'objective/subjective').
The teacher would not tell the students the meaning but waited for them to work it out themselves. She facilitated this process by encouraging students to offer their suggestions and writing all offered meanings on the board. Eventually she drew a boundary on the board to separate the two polarities/ opposites, but expected the students to decide which meanings fitted on which side. She also waited for the students themselves to decide to use dictionaries to help with finding meanings. .

Student group: ALBE, CGEA Level 2/3, full-time group, towards the end of the semester, when the class routine/methodology was well-established.

Source/reasons: Professional reading: Method adapted from a description of a way of teaching spelling by putting all student suggestions on the board, read in an article in *Fine Print* (Ennis & Stricker, 1992).
Teacher values: Students need to be active learners, and to develop confidence in doing things for themselves.
Student needs: When ALBE students meet new words in their language work, they are also often meeting new concepts. When this happens they are not just finding new words for existing meanings, but rather coming to terms with new meanings.

Problems/conflicts: This process is slow and very time-consuming and might be more difficult to implement in a part-time class attending for only 2 hrs/week.
The teacher must monitor student frustration levels (for example, by being aware of student body language) and make constant informal assessments of where students are at. She needs to recognise when they know, and she can wait to elicit responses, and when they don't know, and she needs to teach.

Observation 2: Modelling good language through active rephrasing.
When students had difficulty expressing what they meant, the teacher clarified by paraphrasing/re-expressing.

Student group: ALBE, CGEA Levels 1/2.

Source/reasons: Professional training: Technique of 'active listening' borrowed and adapted from counselling. Learned from the book *Teacher Effectiveness Training* while studying a unit on Interpersonal Skills as part of Grad Dip Special Ed.
Student needs: One or two of the students in this group have specific speech difficulties, making it sometimes difficult for other students, as well as the teacher to understand them. There is a need to facilitate group communication as well as to develop language skills for the individual.

Observation 3: Teaching of specific language structures through elicitation.
The teacher used practical objects and stimulus photographs to generate student questions and statements containing specific language structures e.g. A bag of plastic fruit to elicit discussion of 'How much?', 'How many?', and make the distinction between countable and uncountable nouns.

Student group: ESL, ASLPR 1-/1+, low oracy, recent arrivals (in Australia less than 2 years).

Source/reasons: Professional training and reading: Technique learned in RSA Cert. TEFLA course. Variations and specific examples for teaching particular language obtained through further professional reading as needed (e.g. Penny Ur: *Discussions that work*; Rosemary Aitken: *Teaching tenses).*
Underlying theoretical model: Students need to arrive at the language themselves, to construct the language.

Observation 4 : Teacher handing back written work to students on a general interest/current affairs topic. Observer wanted to know how the teacher had engaged student interest in the topic, especially for those students with very limited vocabulary in English

Student group: Mixed ESL/ALBE group. Class: Communication (following TAFE Certificate of Occupational Studies curriculum), 4 hrs/wk.

Method/source: Methodology: The focus of the class is communication, debate, learning to express an opinion and extending knowledge of the world. The teacher had used a newspaper article as stimulus material, a jumping-off point for discussion and writing of opinions. She had read the article with the group three or four times.
Student needs: All students in the group had needed explanation and recapping of the content. The ESL students have difficulty with vocabulary and because of cultural differences; the ALBE students need to extend their background knowledge and concepts.
Teacher values: A major goal in this group is to get the students from English-speaking and non-English-speaking backgrounds to interact and to foster mutual respect and learning between these two groups. By drawing on the students' background knowledge and starting where the students are at, the teacher is aiming to help them to make sense of the world and have a place in it. The teacher often chooses topics about which she is not an expert, so that she is learning with the students, with the principle of 'Let's find out together'.
Theoretical influences: Paulo Friere.

Problems/conflicts: Many of the students do not consider discussion to be 'real work' and want a more formal lesson. The teacher meets this demand by also providing traditional vocabulary exercises such as fill-in-the-gap, match/name the parts in a picture and spelling tests, and this is where the students actually feel that they are achieving.

Observation 5: Relationship between students and teacher very informal.
(Observer had expected a more formal structure in an ESL class).

Student group: ESL, older adults, long-stay migrants, most with limited formal education in first language/country of origin. ASLPR 1(+).
Attending this 'maths' class as a compulsory part of a full-time course.
Students' major goal is improving their English.

Source/reasons: Experience and training: Informal approach, active learning works, especially when teaching beginning maths. The teacher had initially tried teaching through the abstract, lecture method by which he was taught at school and university, but found this didn't work. Has found through experience and through input from Adult Literacy professional development (workshops, conferences, Adult Literacy Teaching course) that:

- students need to be relaxed to learn,
- teacher needs to observe and notice what students can and can't do and then teach what they don't know.

Content needs to be structured in response to what comes up from students.
Teacher values: Underlying commitment of teacher to relate to students as people.

Problems/conflicts: These older students often expect formality.
e.g. Students would like to call the teacher: 'Mr Jim'
Teacher prefers just 'Jim'.

Observation 6: Maths lesson: using the Melways.
Students asked to find two things within a grid reference (in the local area).

Student group: As for observation 5. Class happens in local community setting.

Source/reasons: Student needs: A practical activity to allow the students to find their way round their own neighbourhood better.
Teacher observation: That most students knew how to get from one regular destination to another, along a familiar route, but had very little knowledge of what else was close and/or other possible routes.

Outcome: This activity proved to be very successful in terms of real (i.e. useful beyond the classroom) learning. Students did follow up by going to places they had found on the map and by trying out new routes.

Observation 7: Use of video: *Reading Writing Roadshow: Paying the bills* (ABC, 1994)

Student group: ALBE, CGEA Level 1/2 maths/numeracy class

Reasons: Student needs: The discussion of banking issues (the relative merits of cash, credit cards and postal orders) was of direct practical relevance to the students' everyday numeracy needs.
Own experiences of learning: Being bored as a student has lead the teacher to value variety in lesson delivery. A resource like this is useful as stimulus material and also helps to make the sometimes rather 'dry' subject of mathematics more interesting, particularly through good use of humour. The literacy and numeracy exercises supplied as part of the package were also useful, but needed to be selected and/or adapted to suit the particular student group.

6. Recommendations and conclusions

The following recommendations have been compiled in consultation with the project steering committee and participating teachers.

6.1 Critical factors for the success of team-teaching as a mode of professional development

All of the teachers involved in this project found the opportunity to visit other settings and to engage with different groups of learners to be an invaluable experience. Whilst some teachers chose to use the experience primarily for observation, others were keen to be immediately involved in session delivery. It seems that one of the critical factors for successful use of team teaching as a mode of professional development is that teachers are given sufficient time, both before and after the team-teaching session, to:

- get to know each other and develop a comfortable working relationship
- plan the way they wish to use the joint session
- engage in reflective discussion of issues arising from the session, both on a one-to-one basis and with other teachers.

Teachers valued both the practical nature of the project and the opportunity for discussion of theory in the context of practice. Most participants said that they would like more opportunities to 'team-teach'. In some cases the immediate wish was to have more sessions with the same class group, in order to be more actively involved in session delivery on a further visit. In other cases, teachers identified a need to gain experience of teaching with other different types of student or provider.

In view of these findings, we reiterate the recommendation of the Springvale/AME project that:

Team teaching/peer tutoring needs to be considered a viable professional development option and budgeted for as such. (Cameron & Howell, 1994:22)

Another factor which affected the success of the project was the distances that teachers needed to travel to get to the other providers. Whilst there are some modes of professional development (such as specific interest groups and major conferences) which can function most effectively at a cross-regional or statewide level, from the teachers' point of view team-teaching is undoubtedly best organised at a regional level, to minimise travel distances and to maximise the chances of continuing contact between the teachers concerned. However in terms of cost-effectiveness, employing a coordinator to organise a workshop series for ten people or less, on a one-off basis, is clearly inefficient. One solution to this dichotomy would be to organise this type of professional development project across two adjoining regions, targetting to larger total numbers and offering workshop sessions in an accessible central (to the area) venue. Another solution would be to employ staff with responsibility for professional development on an on-going rather than project basis. Overall we recommend that:

Professional development needs to be organised in a coherent way, rather than by one-off projects, and needs to be targetted at regional, cross-regional and statewide levels according to the type of activity planned.

A factor that made it difficult to attract teachers to participate in this project was its timing. Although the project was initially put out to tender in April 1994, by the time the project worker was appointed in mid-August (i.e. halfway through Term 3), it was very late in the year to set up a project requiring substantial involvement from teachers in addition to their usual work. It is inherent in the consultative process that there will be many delays between the initial conception of a needed project and its implementation. Planning, negotiating, consideration of submissions and tenders, and finding or releasing/replacing staff all take time. We therefore recommend that:

Project timelines need to be based on realistic start-dates that take into account the inherent delays in the planning and 'setting up' phases and that also take account of best implementation times, where this may be affected by factors such as term dates and standard non-teaching periods.

6.2 On-going professional support for teachers

Teachers in large providers, such as the CAE, AMES and TAFE colleges, have access to informal peer support on an everyday basis through staffroom contact and shared working areas. However teachers in smaller providers, such as neighbourhood houses, community learning centres and community ALBE programs, interact with a much smaller group of colleagues on a day-to-day basis, and in some cases may be the only teacher working at a given time. Thus they can be vulnerable to considerable professional isolation. Although there are already a number of established networks for mutual teacher support (such as VALBEC, VATME, the ESL/ALBE network, the Numeracy Network) some teachers from smaller providers who participated in this project were not aware of these sources of peer support. We therefore recommend that:

Existing networks should be better publicised to teachers, with participation in network meetings being recognised as a valid part of teachers' on-going professional development.

Another important element in teachers on-going professional support is access to resources. Teachers in large providers usually have access to a good level of resources, established over many years of program delivery. However, on the whole, smaller, and newer, providers hold a much smaller range of materials. Whilst some larger providers (such as CAE) do have well-established procedures through which other providers can gain borrowing rights for items such as books and videos, the teachers from smaller providers who participated in this project were again not aware of these sources of professional support.

Large providers, with well-established libraries and/or resource centres, should establish clear procedures to allow smaller providers to gain borrowing rights and these procedures should be publicised to providers and teachers at both regional and statewide levels.

6.3 Common needs and areas for professional development

Whilst all participants in this project were qualified teachers who had a clear commitment to their continuing professional education, they had developed their professional expertise through a variety of learning modes which included:

> accredited courses, non-accredited 'in-service' professional development, participation in conferences and workshops, professional reading, their own experiences of learning as students, and their own experiences of work both as educators and in other sectors.

Formal recognition should be given to the diverse pathways through which teachers can acquire the knowledge, skills and experience needed to work with adult students.

In this project, in reviewing both the literature available and the similarities and differences reported by the teachers, it became clear that whether English is a student's first or second language is only one of a number of important dimensions of difference between learner groups. Other factors such as age, gender, length of stay in Australia, level of formal education reached in home country, cultural background and current employment status are also significant, both in selecting a group of students who are likely to have some common goals and therefore work well together and in selecting appropriate teaching methodologies. Through team-teaching teachers were able to observe different methodologies in action and then to consider how (and whether) that methodology could be applied or adapted to a different teaching situation.

An area that placed particularly complex demands on teacher competence was the language needs of ESL maths students, in relation to both the teaching of maths to ESL students and the assessment of students who have developed their maths concepts in another language.

Areas in need of both professional development and further research are:

- **the application and adaptation of ESL metholodogies for use with ALBE students**
- **the application and adaptation of ALBE metholodogies for use with ESL students**
- **appropriate methodologies for working with groups of students of mixed language, cultural and educational backgrounds**
- **the language needs of ESL maths students.**

6.4 Outcomes for students

The immediate benefit to students involved in this project was to have an additional teacher in their class for a small number of sessions. The anticipated longer term benefit will be the flow-on to the students from their teachers' extended repertoire of teaching strategies and methodologies and improved understanding of when and how to apply these in relation to students' learning needs. A further indirect benefit to students is teachers' increased knowledge of learner pathways. Direct experience of other educational agencies can enable teachers to make better-informed referrals and give better support to students who are making transitions from one provider to another.

Although the majority of students involved in this project were very happy with the team-teaching process, and enjoyed the additional input from the visiting teacher, even on such a short-term basis, a few were very uncomfortable and suspicious of the stranger in their classroom.

For team-teaching to be immediately successful with students, it is important that the purpose of the exchange is explained to students and that both teachers remain sensitive to the needs and possible anxieties of the group.

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LIST OF ACRONYMS

ABC	Australian Broadcasting Corporation
ACFE	Adult, Community and Further Education
ALBE	Adult Literacy and Basic Education
AMES	Adult Migrant Education Service
ARIS	Adult Basic Education Resource and Information Service
ASLPR	Australian Second Language Proficiency Ratings
CAE	Council of Adult Education
CES	Commonwealth Employment Service
DEET	Department of Employment, Education and Training
CGEA	Certificate of General Education for Adults
ESB	English Speaking Background
ESL	English as a Second Language
LOTE	Languages other than English
NESB	Non-English Speaking Background
RSA	Royal Society of Arts
SIP	Special Intervention Program
TAFE	Technical and Further Education
TESOL	Teaching English to Speakers of Other Languages
VALBEC	Victorian Adult literacy and Basic Education Council
VATME	Victorian Association for Teachers of Multicultural Education
VCE	Victorian Certificate of Education

Appendices

APPENDIX 1

Class profiles

ALBE classes - part-time

Class title	Literacy	Literacy & spelling	English for work	Spelling
Hours/week	2 hrs	4 hrs	2 hrs	2 hrs
Time of day	Eve	Day	Eve	Eve
Course duration	38 wks	38 wks	20 wks	20 wks
Skill level	CGEA 1/2	CGEA 2	CGEA 4	CGEA 3/4
Student age	18-55	25-55	25-60	25-60
Gender	All male	80% male	60% female	50/50 m/f
Class size	6-10	5-12	10	8
Ethnic backgd	Only 3 ESB with ESB parents; others Italian/Grk/ Maltese parents.	Most ESB; 2-3 w. Greek parents; 1 Turkish arr.Aus. age 12.	Most ESB. 2 long-stay mig. (Italian)	Most ESB. 1 long-stay mig.(Polish)

ALBE classes - full-time

Class title	Full-time literacy/numeracy	Full-time Basic Ed
Hours/week: total	20 hrs	20 hrs
Hrs/week: proj. teacher	10 hrs (mostly maths)	10 hrs
Time of day	Day	Day
Course duration	38 wks	40 wks
Skill level	CGEA 1/2	CGEA 2/3
Student age		21-43
Gender	5 male, 2 female	4 male, 5 female
Class size	7	9
Ethnic backgd	Most ESB; 3 NESB bkgd. (Italian, S.Am, Israeli)	Most ESB; 1 NESB (Hungarian bkgd)

ESL classes

Class title	Beginner/intermed.	Migrant Access	SIP program
Hours/week: total	10-12 hrs	6 hrs	18 hrs
Hrs/wk: proj. teacher	4 hrs	6 hrs	4 hrs (maths)
Time of day	Day	Day	Day
Course duration	10 wks	38 wks	18-20 wks
Skill level	ASLPR 1/1+	ASLPR 1/2	Reading & writing: ASLPR 0+/1-; CGEA 1.
Student age	45-65	25-65	36-63
Gender	60% female	65% female	65% female
Class size	8-14	16-20	10-15
Ethnic backgd	Russia, Ukraine Poland, Hungary	Vietnam, China,, Turkey, Spain, Japan.	Most Italian; some other European
Time in Australia	1-2 yrs	4-10 yrs	10-30 yrs

Mixed ESL/ESB class

Class title	Communication
Hours/week	4 hrs
Time of day	Day
Course duration	10 wks
Skill level	CGEA 1; ASLPR 1-/1+ (for ESL students)
Student age	40-60
Gender	9 female, 7 male
Ethnic backgd	3 ESB (born in Aus.); 8 Russian speakers (in Aus. 1-2 yrs); 5 longer stay migrants (from Korea, Lebanon, Greece, Morocco, Holland)

APPENDIX 2

CAE
Council of
Adult Education

CAE Centre
256 Flinders Street
Melbourne Victoria 3000
Telephone (03) 652 0611
ISD 61 3 652 0611
Facsimile (03) 654 6759

Dear Coordinator,

I am looking for tutors/teachers interested in participating in the *CAE/Central Metro ALBE/ESL Team Teaching Project*. The aim is that teachers will have experience/qualification in either ALBE or Adult ESL teaching, so that they will be exposed to a different methodology and student group as part of the project.

The project will involve ten teachers in total, recruited from CAE and from Central Metro neighbourhood providers. Team-teaching sessions will take place through Term 4, with an initial meeting at the beginning of term 4 at which teachers will meet each other, choose team-teaching partners and share in initial planning of the project.

If you have a teacher(s) who would be interested in participating in the project, please could you pass on the attached flyer and also ask her/him to complete the expression of interest form to indicate teaching background and availability.

If your organisation would like to be represented on the Project Steering Committee, tentative committee meeting dates are:

- Friday October 7th 11.00am
- Friday November 4th 11.00am
- Tuesday December 13th 11.00am

to be finalised with Steering Committee members.

I will be working as Project Officer for 18 weeks (Fridays only) from Aug 19th to Dec 23rd. On these Fridays I can be contacted at CAE on 652-0720. On other days messages can be left on 652-0719.

I look forward to working with you on this very exciting project.

Regards

Linda Edman
Project Officer

APPENDIX 3

Wanted

Tutors/Teachers to participate in the **CAE/Central Metro**

ALBE/ESL TEAM-TEACHING PROJECT

This is a practical way for teachers from ALBE and ESL backgrounds to:

- **share ideas, methodologies, theory and practice**
- **experience working at another provider**
- **contribute to ALBE/ESL research.**

THE COMMITMENT:

1. You visit your team-teacher's centre for **two** of her/his (2-hr) sessions and team-teach with him/her.
   (**Payment:** CAE 2-hr session rate $62.50)

2. You invite your team-teacher to work with you, with one of your regular classes, for **two** (2-hr) sessions and team-teach with him/her.
   (**Payment:** Your usual payment from your usual employer)

3. Three 3-hour meetings: to plan, share ideas and outcomes.
   Dates: Friday October 14th 9.30am-12.30pm
   Friday November 11th 9.30am-12.30pm
   Friday December 9th 9.30am-12.30pm.
   (**Payment:** CAE 3-hr session rate $91.00)

4. Your contribution to the project report: good documentation of your sessions - planning, evaluation, insights.

For more information contact:

Linda Edman (Project Officer) CAE Return to Study 652 0720/0719

CAE ALBE

ESL Neighbourhood Providers

This project is funded by the Adult Community & Further Education Board.

APPENDIX 4

Yes, I would like to participate in the CAE/Central Metro ALBE/ESL Team-Teaching Project.

NAME: _____

ADDRESS: _____

_____

PHONE: WORK _____ HOME _____

Please give an indication of classes you will be teaching in Term 4, 1994, which you think could be possibilities for inclusion in the project.

DAY TIME VENUE/PROVIDER BRIEF DESCRIPTION OF STUDENT GROUP

_____

_____

_____

_____

_____

_____

Please give an indication of your professional background e.g. ESL or ALBE training. This could include in-service training /professional development as well as accredited courses and formal qualifications.

_____

_____

_____

_____

Are there any days or times when you could **not** be available to work with your team-teaching partner?

_____

_____

_____

Thank you for filling out this form. It will help me to make sure that we do start off with a group of teachers who can get to each other's classes.

Please return to:

Linda Edman, CAE Return to Study, 256 Flinders Street, Melbourne 3000.

APPENDIX 5

CAE
Council of
Adult Education

CAE Centre
256 Flinders Street
Melbourne Victoria 3000
Telephone (03) 652 0611
ISD 61 3 652 0611
Facsimile (03) 654 6759

14 October 1994

To: Employers of workshop participants in Adult, Community and Further Education ESL/ALBE Team Teaching Project

From: Linda Edman, Project Coordinator, CAE Return to Study

Re: Request for invoice to be sent to CAE for First Workshop Attendance on Friday 14th October 1994

Please invoice *Council of Adult Education* to enable selected workshop participants to claim payment for their attendance at the first of three professional development workshops on Friday 14th October 1994. Please address the invoice *Attention: Linda Edman*. The amount to be claimed is $91per participant. The monies will be sent to the participant's employer as soon as the invoice has been received.

Participant's Name _____

Employing Organisation _____

Signature of Participant _____

Signature of Project Officer _____

Date _____

APPENDIX 6 (adapted from: Cameron & Howell, 1994:25)

ESL/ALBE Team Teaching Project

Guidelines for team teaching situations

- The 'host' teacher decides on the overall outline of the session.

- The host teacher and the team teacher jointly plan the detail, and agree on what team - teaching format to use. (See the models provided in the Rex Ennis article.)

- You'll have some time for planning during the workshops, but you may need to get together again either at work or on the phone.

- If possible, time the session so that you have some time to discuss it after the class.

- Fill in the proforma on the back of this sheet individually and bring it to the next workshop.

- If you have any concerns or queries, ring Linda on 652 0719.

APPENDIX 7 (adapted from Cameron & Howell, 1994:26)

Team Teaching Round 1

(NB. These comments are confidential and will only be seen by the project worker unless permission is sought.)

1. What did you decide to work on with your partner?

2. Did it work out as planned? (please comment, give reasons etc)

3. What did you learn from the experience?

4. What would you like to focus on for the next round?

Name: _____ *Date:* _____

APPENDIX 8

ESL/ALBE Team Teaching Project

Team Teaching Observation Sheet

What factors influence the way we work as teachers?
Please use this pro forma to reflect on the similarities and differences between the class(es) you usually teach and the class you visit. The topic headings are intended to suggest useful areas of comparison, but you may think of others! Please feel free to add additional comments on a separate sheet of paper if you run out of space.

1. **Learner profile**
   e.g. age, gender, educational background, language background
   Similarities

   Differences

2. **Setting**
   How big? What else happens here? Do students use the other facilities/attend other courses here?
   Similarities

   Differences

3. **Overall course design**
   e.g. overall course objectives, no. of hours/week, length of course
   Similarities

   Differences

4. **Selection of course content**
   e.g. planned at beginning of course? decided on a week by week basis? negotiated with students? decided by teacher? set by funding guidelines?
   Similarities

   Differences

5. **Development of language skills: speaking, listening, reading, writing**
   Which aspects are emphasised? And how taught?
   e.g. By direct instruction? "As needed" within general activities? Through rehearsal and practice? Through open-ended tasks? Through teacher modelling?
   Similarities

   Differences

6. **Development of knowledge of the world and critical and analytical skills**
   Delivery models (e.g. class discussion, teacher talk, independent research), student tasks, content areas
   Similarities

   Differences

7. Classroom organisation

e.g. balance of individual, small group, whole group work
teacher role (instructor? facilitator? co-learner? expert?)
homework, classroom routines

Similarities

Differences

8. Individual assessment

How do teachers keep track of individual learner progress?
How is this shared with students?

Similarities

Differences

9. Overall evaluation of course?

How is this done?

Similarities

Differences

10. Resources

What resources are used? Where do they come from?

Similarities

Differences

11. Major issues

12. Any other comments